College Prep 8 Chapter 1 Project

Unit Question: Do I Measure Up?

Significant Concept: How do we find and communicate answers to problems.

Your task is to determine the distance between 2 countries measured in the length of a food item presented as a poster.

Step 1: Pick a food item and measure the length of the item in inches rounded to nearest ¼ inch.

Step 2: Choose a city in another country and find how many miles away it is from Salt Lake City, Utah . Use <http://www.worldatlas.com/travelaids/flight_distance.htm>

Step 3: Write 2 equations to convert inches to miles.

Step 4: Write an equation to convert the number of food items it will take to get to the city.

Step 5: Display your findings on a poster (just a regular 8 ½ by 11 sheet of white paper.) You can use both sides of the paper. The poster must include all of the above information as well as a picture of your food item, a map showing the distance between the countries, and the final result.

Step 6: Fill out the reflection form.

Step 7: Attach the completed rubric and reflection form to the top of your poster.

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period\_\_\_\_\_\_**

**Chapter 1 Reflection Form**

1. Explain how you determined how many inches were in a mile.
2. Explain how you determined how many food items it would take to cover the given distance.
3. Were you surprised by your result? Explain why or why not.
4. What did you learn from this project?
5. If you were to do this project again, how could it be improved?

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period\_\_\_\_\_\_\_ Total Points\_\_\_\_\_\_\_\_

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| **Achievement Level** | **Criterion A: Knowledge and Understanding/Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors given below. |
| 1-2 | With some teacher support, the student **attempts** to make deductions when solving **simple** problems. |
| 3-4 | With some teacher support, the student **sometimes** makes **appropriate** deductions when solving **simple and more-complex**. |
| 5-6 | With some teacher support, the student **generally** makes **appropriate** deductions when solving **challenging** problems. |
| 7-8 | With some teacher support, the student **consistently** makes **appropriate** deductions when solving **challenging** problems in a **variety** of contexts including **unfamiliar** situations. |

Grade you think you deserve: 1 2 3 4 5 6 7 8 (Circle One)

Why you deserve that grade?

Grade Teacher Assigned:

|  |  |
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| **Achievement Level** | **Criterion C: Communication in Mathematics/Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors given below. |
| 1-2 | With some teacher support, the student shows **basic** use of mathematical language **and/or** forms of mathematical representation. |
| 3-4 | With some teacher support, the student shows **sufficient** use of mathematical language **and/or** forms of mathematical representation. The student moves between different forms of representation **with some success.** |
| 5-6 | With some teacher support, the student shows **good** use of mathematical language **and/or** forms of mathematical representation. The lines of reasoning are **concise, logical,** and **complete.** The student moves **effectively** between different forms of representation. |

Grade you think you deserve: 1 2 3 4 5 6 (Circle One)

Why you deserve that grade?

Grade Teacher Assigned: